

CHARLES DUNCAN McIVER



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CHARLES DUNCAN McIVER



Charles D. M. Liver.

CHARLES DUNCAN McIVER

BORN SEPTEMBER 27, 1860

DIED SEPTEMBER 17, 1906

BY

WILLIAM C. SMITH

PROFESSOR OF ENGLISH IN THE NORTH CAROLINA
STATE NORMAL AND INDUSTRIAL
COLLEGE

From the Author's sketch appearing in the
Biographical History of North Carolina.
Reprinted here, with changes, through the
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Van Noppen

"Write me as one that loves his fellow-men"

“Happy he
Who to his rest is borne,
In sure and certain hope,
Before the hand of age
Hath chilled his faculties,
Or sorrow reached him in his heart of hearts!
Most happy if he leave in his good name
A light for those who follow him,
And in his works a living seed
Of good, prolific still.”

“The most important civil institution in the State is a public school. No man can really believe in a republican form of government who does not base his political philosophy upon the intelligence and right training of all the people. * * * The chief factors of any civilization are its homes and its primary schools. Homes and primary schools are made by women rather than by men. No State which will once educate its mothers need have any fear about future illiteracy.” * * *

“Sometimes we think it is a pity that a good man who has learned to be of service to his fellows should be called out of the world. So sometimes we may think about an enterprising and useful generation; but, after all, the generations of men are but relays in civilization’s march on its journey from savagery to the millennium. Each generation owes it to the past and to the future that no previous worthy attainment or achievement, whether of thought or deed or vision, shall be lost. It is also under the highest obligation to make at least as much progress on the march as has been made by any generation that has gone before.”

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At times more or less critical in the history of our State, it has now and then fallen to our lot to pause in the toilsome journey of progress while we awaited the coming of a master spirit who should guide us safely and surely in the direction of some wished for goal. Nor have we at such times long waited in vain, for, North Carolina, whatever else she may have lacked, has not been wanting in men able and willing to dedicate themselves to the service of that State whose glories are her sacrifices and whose spirit finds truthful expression in her motto, "To be rather than to seem." Thus, whether the call came in war or peace, it mattered not. It was sufficient to know that there was service to be rendered, and it followed that what men could do was done.

Among those who have thus faithfully and efficiently served the Mother State in time of need is to be included the name of Charles Duncan McIver. Born September 27, 1860, on a farm near Sanford, in Moore County, North Carolina, he early and permanently learned some of life's most wholesome lessons. Economy, self-denial and bodily toil were his in early youth and they continued to abide with him in the years that followed.

The region around what is now the town of Sanford was peopled largely by settlers whose ancestors came

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from the Highlands of Scotland. Evander McIver, when eight years old, bade farewell to his rugged birthplace, the Isle of Skye, and with his father made his new home in the pleasant sand hills of North Carolina. In his son, Matthew Henry, the father of Charles D. McIver, were exemplified the many sterling traits that history shows to be characteristic of the Highland Scotch. Among these traits may be mentioned earnest piety, devotion to liberty, respect for law and order, and love for education. A successful farmer, a respected elder in the Presbyterian Church, a useful and influential citizen, he was an admirable type of that class upon which in greatest measure rests the stability of state and society. A similar description applies to the maternal ancestors of Charles D. McIver, who were of Scotch and English descent. To his mother, whose maiden name was Harrington, and who on her maternal side is descended from the McNeills of Scotland, the son ascribed the formative and directive influences of his early years. No small measure of the fruit of his useful life was of seed of her careful sowing. Leal and true — these Scotch and English ancestors. Decided in their convictions on questions of church and state, yet tolerant and charitable; patriotically responding to the call of the South in her hour of need, and bravely giving themselves to the rebuilding of waste places in the dark years that followed; fearers of God, and supporters of schools and churches:—it is worth something to be born in a community of which such men are citizens and to reckon them among one's neighbors and personal friends.

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Amid the thrifty and orderly influences of this Christian home and community, in attendance upon the excellent private schools of the neighborhood, and in the daily performance of all the various labors that fall to the lot of the healthy farmer boy, the subject of this sketch spent the first seventeen years of his life. Here were laid the foundations of that vigorous health which enabled him to stand so well the mental and physical strain of later years, and here were implanted that love for man and nature, and that intelligent and sympathetic appreciation of the needs of our rural commonwealth, which proved valuable forces in fitting him to become our most successful leader in the great cause of universal education.

The fall of 1877 found our farmer lad enrolled as a student of the University of North Carolina. Mindful of the fact that there were other and younger members of his family to be educated, and preferring to meet his own expenses, he secured the necessary funds through personal notes given to a near kinsman and by his vacation earnings on the farm. Here he spent four profitable years, graduating in 1881 with the degree of Bachelor of Arts. In scholarship he took high rank, leading his class in Greek and French, and sharing with three others the honors in Latin. He entered heartily into the new and wider life, studied men as well as books, and soon became a leader among his fellows. Among the students in attendance upon the University at this period were some whose later records are not unfamiliar to the people of North Carolina, as the names of Aycock, Alderman, Dough-

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ton, Gattis, Murphy, Strange and Joyner will indicate.

The traits of character and disposition which he manifested as a college student were those so eminently characteristic of him in later life. His college friends and classmates bear testimony to his sympathy and kindness, to his freedom from jealousy and hindering prejudices, to his spirit of good cheer and helpful comradeship, and to his abundant energy and enthusiasm. This genius of friendliness and the ability to inspire others with faith and hope and determination, was a source of unfailing strength from which his friends and associates ever drew liberally. During his later years members of his faculty and others associated with him in educational work leaned hard upon him, and hundreds of despondent students derived from him the courage and persistency which enabled them to overcome seemingly insuperable obstacles. "His spirit of faith and hope and cheer," writes his lifelong friend, Josephus Daniels, "will be missed in an hundred ways, and it was the thing that made him easily the most useful man in North Carolina and the best loved private citizen."

The ties here formed lasted through life. His love for Alma Mater was beautiful to behold. She has enrolled no more loyal son. In the busy later years he permitted no engagement to be made that would prevent his attendance upon the annual commencement exercises, and, with one unavoidable exception, he was present at every commencement during the twenty-five years that followed his graduation. He often spoke of the debt of gratitude he owed to his

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instructors, saying of one yet living, "No man can come under his influence without being imbued to some extent with State pride and tolerance and a longing to be of some service to so good a State and so great a people." And again, in referring to this period of his life, he is quoted as saying: "Another man to whom I am greatly indebted is my professor of Latin, whose stimulating genius inculcates in all the youth he touches self-reliance and the audacity to undertake large tasks." State pride, a longing to be of some service, the audacity to undertake large tasks,—how well young McIver learned these lessons!

Undecided as yet upon his life work, he turned to the profession of teaching, and in the fall of 1881 became assistant in a private school in Durham, North Carolina. His ability won quick recognition, and in the spring of the same scholastic year he was made principal of the school. In May, 1882, he cast his first vote, this being in favor of a local tax for the support of the Durham public school system. The fact is worthy of record in that as a private school man he voted for a measure which, though for the public good, seemed decidedly against his own personal interests. He assisted in the establishment of the Durham Graded Schools, and, after serving them as principal for one and one-half years, resigned to accept a similar position and to perform a similar work in the schools of Winston. Associated with him in the organization of these latter schools was Dr. Calvin H. Wiley, at that time chairman of the board of education. It cannot be doubted that from this famous school man

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the young teacher learned much that served to quicken his interest in the educational life of his State. Here, too, in the person of one of his assistants, he was destined to find a co-worker who thenceforth became the inspiration and benediction of his life. At Winston he remained from February, 1884, until September, 1886, at which time he accepted a call to Peace Institute, Raleigh, North Carolina, where, as principal of the literary department, he remained until June, 1889.

In the meantime he had fully decided upon his life-work, and rejecting attractive offers of partnerships in business and law, strove to make himself master of his chosen profession—teaching. He put himself in touch with the quickening forces of the time, and sought to add to the strength of the old, the inspiration of the new era. Visits of inspection were made to schools of promise, and conferences sought with able educational leaders. The ideas thus obtained were accepted, modified or rejected, as the actual work of the schoolroom proved them valuable and practical or the reverse. He early associated himself with the North Carolina Teachers' Assembly as one of its active members and supporters. The vacation periods of every year were devoted to work in county institutes and in State summer schools. In addition to his labors as teacher and lecturer, he served as principal of the State Summer Normal School at Sparta. While thus availing himself of the means at hand to promote the interests of public education, he was quick to realize the inadequacy of the work as then conducted.

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“The majority of teachers,” he reports in 1887, “cannot go a great distance to attend normal schools. Small salaries and short school terms render it in many cases impossible. Efficient county institutes should be brought within the reach of every teacher in the State.” *

Here we have presented in few words the lines of future educational reform. Institutes within the reach of every teacher—will he do ought to accomplish this? Larger salaries for teachers, a longer school term, with the increased appropriations which these imply and the higher professional equipment and better service which they in turn demand—will he do more than call the attention of the State Superintendent to these needs? But we must not anticipate.

To the urgent need of better qualified teachers those interested in education now began to give earnest attention. Through the agency of the Teachers' Assembly, petitions for the establishment of a normal training school were several times presented to the Legislature—but without effect. Feeling that more active steps should be taken, Charles D. McIver, in 1889, made a stirring speech before his fellow educators at their annual meeting, which resulted in the appointment of a committee, of which he was made chairman, to appear before the Legislature at its next session and personally present and urge the adoption of a bill for the establishment of a training school for teachers.

On a day agreed upon the members of the committee appeared before the General Assembly, presented the

* Biennial report of State Superintendent of Public Instruction 1887-'88, page 40.

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bill and advocated its passage. The chairman, being at the time a resident of Raleigh, was in a position to labor continuously in behalf of this measure of which henceforth he was the recognized champion. He met with little encouragement and with much opposition, but so convincingly did he press home his arguments in personal conferences with members of the Legislature, that, to the surprise of all, the bill passed the Senate by a large majority and failed in the House by only a few votes.

Although the General Assembly did not at this time provide for the establishment of a State Normal College, it wisely transferred the appropriation hitherto devoted to the eight Summer Normal Schools to the maintenance of a system of county institutes. Thus provision was made for carrying into effect the recommendation urged by our Sparta normal school superintendent of bringing institutes within reach of every teacher in the State. Charles D. McIver and Edwin A. Alderman, then superintendent of the Goldsboro Schools, were induced to take charge of this work, and were therefore appointed State Institute Conductors.

Now began one of the most important campaigns ever conducted in the State, and perhaps one of the most interesting in the history of public education. For three years, from September, 1889, to September, 1892, winter and summer, these men preached a crusade in behalf of universal education. In every county and in every important city and town in the State, by lectures, by teaching, by public addresses,

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by conferences with teachers and school committeemen, by talks with farmers, editors, county officials and politicians—by every approved method, in short, known to advocate and reformer—the work was diligently and vigorously prosecuted. The good results of their labors are with us today, and will continue to bless the Commonwealth when we, our children, and our children's children have finished life's appointed lessons and put the books away.

“My work,” declares the man whose career we are following, “is conducted with a view to stimulating and encouraging the teachers, and to making friends to the cause of public education among the people. * * *

“My institutes last five days. The first four days are devoted mainly to the professional work of the teacher. Lectures are delivered on the different branches taught in the public schools; on school organization, discipline, methods of teaching, and methods of studying; on school law, and on the proper use of the books on the State list. Friday, the fifth day, is, in a special sense, ‘People’s Day.’ The school committeemen and people generally are urged to attend, and the exercises are arranged with a view to interesting and instructing them in the work of public education. Besides various other exercises, a special address is made on that day, showing the necessity for education by taxation, and answering objections to it commonly heard among the people.” *

Amid the arduous duties of his campaign work the necessity of a training school for teachers was not forgotten. In truth, this may be reckoned one of the means on which more and more he came to rely as

* Reports of Conductors of County Institutes in North Carolina, 1889-1890, page 15.

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promising most surely to secure the great end he had in view—universal education. Another problem now presented itself, namely, where should volunteers for this needful service be found in largest numbers, who, when trained, would make the best and most sympathetic instructors of the State's children? Wider and more varied experience and a deeper insight into the real sources of the mental and moral progress of the human race convinced him that his syllogism—which before had been: Education a State necessity, the teacher the chief means of education; therefore, the teacher a primary object of State concern,—might be carried logically further and made to read: Universal education a necessity, woman the universal educator; therefore, the education of woman the foundation of human progress.

This advocacy of the more liberal education of woman is shown not only in his public addresses of that period, but in his written reports and recommendations to the State Superintendent of Public Instruction. His report of June 30, 1890, contains this significant utterance relating to the establishment of a State Normal College:

“To those who are still skeptical as to the wisdom of the training school movement, I would add one more reason why the school should be established and be liberally supported by the State. Under our present system of higher and collegiate education, a white girl, unless her father is comparatively wealthy, cannot, as a rule, get the scholarship necessary to make her a first-rate teacher. Her brother can get it at the University and Colleges of the State, because in those institutions about three-fourths of his

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tuition is paid by the State and the churches. Up to the present time the State and our leading churches have adopted the suicidal policy of refusing to help educate white girls, except in the public schools. * * *

The girls who would, if prepared, make the best teachers for the State's children, cannot even get the scholarship necessary to become teachers. One of the results of this is that two-thirds of our public school teachers are men, whereas two-thirds, at least, ought to be women. The State appropriates nothing for the training of white women, except the \$4,000 for the institutes. It appropriates \$8,000 to the training of colored teachers and uses it in helping both sexes. In this way the State appropriates as much to train one negro woman as it does to train four white women, for there are about twice as many white as negro women in the State. By the help of the State, the churches and the philanthropists, a fair opportunity of getting an education is given to every white boy, negro boy and negro girl in North Carolina. Neither of the three has to pay more than one-fifth of the expenses of tuition; but the white girl must pay for every cent of hers. If the training school shall be established for white girls, it will make education possible to thousands of girls who, under present conditions, must grow up in a state of ignorance and dependence worse than almost any other form of slavery. In addition, North Carolina will secure teachers better than she has ever had and who will bless her because she has blessed them.' * *

His report thus emphasizes the justice and the wisdom of State provision for the higher education of white women. An objection urged against the former bill for the establishment of a teachers' training school was its co-educational feature. In 1891 Mr. McIver

* Reports of Conductors of County Institutes in North Carolina, 1889-1890, pages 20-21.

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and his friend and associate, Mr. Alderman, were again before the Legislature with a bill for the establishment of the much-needed institution, but this time with the co-educational feature omitted. The bill passed almost without opposition, and thus, more than one hundred years after the University was chartered, the State established its College for women. Of this College the Board of Directors, consisting of one member from each Congressional district, elected Charles Duncan McIver President.

Now it was that this people's servant sought to build a people's college, not a thing of brick and stone, but an institution both worthy of and representative of the State that gave it birth. It should be an open door of opportunity to every worthy white girl, however poor, however rich, within the borders of the Commonwealth—a means of fitting her for good and useful citizenship. A woman's college for North Carolina women it should be, characterized by sound learning, liberal culture, earnest living and high thinking, but not by narrow specialization on the one hand, nor by a profitless striving for showy accomplishments on the other. The best that a State could give should be theirs; the best that educated women could give should be the State's. In this spirit was the North Carolina State Normal and Industrial College conceived, and in this spirit the Institution lived, grew and labored, presided over, inspired, guided and led, by one who freely gave to it all that man may give.

It is doubtful if any other public institution was ever in so true a sense the product of the unselfish

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love and labor of one man. As to him in largest measure were owing its conception and creation, so to him were due its internal and external workings, the policy which characterized it, and the success which it achieved. And this was true not merely in the larger matters pertaining to its general management, but in all the details relating to its work and administration. The College plant and its equipment, the departments of instruction, the courses of study, the various organizations, the ideas for which the Institution stood, the spirit it exemplified, the work it sought to accomplish, its relation to the public and the relation of the public to the College—all these, in a very true sense, found in him their source and sustenance, and this, not in a spirit of formal oversight and official dictation, but through the living spirit of creative work and fellow service.

And to what extent were his ideas realized and what fruit did his labors bear? Let him answer who can estimate the value to State and Nation of 3,000 women, who, in the short space of fourteen years, availed themselves of the advantages thus provided, and, with increased power of usefulness and enlightened zeal for service, passed on teaching lessons of right thinking and right living to more than 200,000 North Carolina children. Let him consider that the students came from every county in the State, that they represented every respectable calling, profession and industry and every form of honest labor in which the people of North Carolina were engaged; that during the later years of his presi-

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dency there was not a county in the State in which representatives of the College were not to be found actively engaged in public service; and finally, that two-thirds of all the students enrolled and more than nine-tenths of all who graduated became teachers in North Carolina. A veritable fulfilling of his prophecy this — *education made possible to thousands, and the State blessed in her teachers because she blessed them!*

The hand and heart and brain of Dr. McIver were felt throughout the Institution, but most, perhaps, in what may be called the spirit of the College. In its life pulsed the vigor and strength, the patriotism and helpfulness of the man; about it lingered the sunshine of his optimism, and, infusing it all, were the dignity of serious purpose and the wholesome spirit of a true democracy. His conception of what the atmosphere of a college should be he has given us in his biennial report of 1902.

“The State,” he writes, “is always the gainer when its teachers can be trained in an atmosphere of equality which recognizes the worth of honest toil and faithful service regardless of class distinctions of all kinds. The distinguishing characteristic of Americanism is its theory, and I am glad to say its usual practice, of giving to every man, woman and child a fair chance in life. No board of directors and no faculty or college president can force this spirit. They can only adopt systems and policies that will tend to its development.

“The worth of a strong college to a student is not, as some suppose, the mere fact that it gives the opportunity to a student to perform systematic literary tasks assigned by teachers, or that it gives opportunity to work in laboratories and libraries. These are necessary and important,

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but the student's greatest advantage at college is the spiritual and mental atmosphere of the place. It is intangible, but you can feel it. It can not be measured, but its effect is everywhere manifest.

“The love of truth for truth's sake; the belief in equality before the law; the belief in fair play and the willingness to applaud an honest victor in every contest, whether on the athletic field or in the class room or in social life; the feeling of common responsibility; the habit of tolerance towards those with whom one does not entirely agree; the giving up of small rights for the sake of greater rights that are essential; the recognition of authority and the dignified voluntary submission to it even when the reason for the policy adopted by the authority is not apparent; the spirit of overlooking the blunders of others and of helping those who are weak; the contempt for idlers and shirkers; the love of one's fellow-workers even though they be one's rivals; patience in toil; self-reliance; faith in human progress; confidence in right and belief in God—these are the characteristics of the atmosphere of a great and useful college. The young man or young woman who by association with faculty and fellow-students becomes imbued with these principles gains what never can be secured in the same degree in the best homes or small schools, or anywhere else except in a college.” *

We would willingly dwell at length upon this phase of President McIver's work:—on the intimate relations he sustained to the State's College for women, and on the influences which through it he exerted upon public education. What this virile man accomplished in supplying strength where of old existed finishing-school superficiality, how he inculcated ideas of service, how he made vital the conception of woman

* Report of Board of Directors of State Normal and Industrial College, 1902, page 21.

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as a citizen, how he diffused abroad a spirit of wholesome democracy—and all this through constructive labors, preserving, strengthening and multiplying the influences that make for culture and true womanliness—this, did space permit, we would willingly emphasize. But the merest suggestion must here suffice, while to the future biographer is left the fuller chapters of this inspiring story.

Important as are these services, they constitute but a part of the faithful labors which won for him State and National recognition as an educational leader and statesman. During his life-time, State appreciation may be said to have been summed up in the following sentences taken from an editorial appearing January 24, 1904, in one of our leading North Carolina daily newspapers:

“He has been a leading force in every movement looking for progress, educational or otherwise, in North Carolina. When the history of this decade is written, the story of the public service rendered his State by Charles Duncan McIver will be one of the brightest pages in that splendid volume of patriotic achievement. There is not a man in the State who has made himself felt so powerfully and so helpfully for progress.”*

The national point of view may be taken as indicated in an article on Public School Leaders appearing in the July, 1905, magazine number of the *The Outlook*. Relative to the topic under consideration, it says:

“In the Southern States there is no man better entitled to be called a champion of the public schools, and of the

* Raleigh News and Observer, January 24, 1904.

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whole idea of popular education, than Charles Duncan McIver, of North Carolina. * * * He is a man of intense earnestness, energy, insight and common sense. For the past twelve years his voice has been raised in behalf of popular education, not only in every county of his own State, but throughout the South and in great national assemblies. There is no abler speaker on this subject than Doctor McIver. He has been the soul of the forward movement in his region, and he is now chairman of the Campaign Committee inaugurated by the Southern Education Board for the promotion of universal education.' '*

These are but two voices among many hundreds which, separately during his life and in unison at the time of his death, acknowledged gratefully the debt of gratitude due this loyal leader for public service well and faithfully performed. The spirit of unselfishness which animated him, his whole-souled devotion to noble endeavors, the efficiency of his labors for the uplift of his fellowmen—these and other characteristics of his life and work were voiced by the numerous editorials and personal tributes appearing in our public press at the time of his death. For the representative nature of these tributes, the interested reader is referred to the McIver Memorial Volume published by order of the Board of Directors of the State Normal and Industrial College. The testimony varies in accordance with the special information and point of view of the several writers, but there is no conflict. The final verdict is that found repeated again and again in the numerous editorials: He was the State's most useful citizen. "Every newspaper in

* Outlook, Vol. 80, No. 12, pages 737-738.

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North Carolina," says the *Richmond Times-Dispatch*, made his death "the subject of an editorial eulogy and they vied with one another in praising his character and his work."

"No written memorial," writes Professor N. W. Walker, of the University of North Carolina, "can quite indicate what he had come to stand for in our Southern life and thought. No meeting of Southern educators seemed complete without him; no educational program, satisfactory until his name appeared on it. Almost every newspaper in the State has said that his death was the saddest calamity that could have come to North Carolina in the death of any one of its citizens, and the statement will not be challenged. There are men in North Carolina possessed of higher scholarship than he, but there is no one to compare with him in the promotion of intellectual advancement and civic righteousness—no one who seems to have been able to throw himself whole-heartedly and sympathetically into the people's cause and labor so effectively for their children's welfare and happiness." *

And what of the multitude of messages so pathetically expressive of *personal* loss, those which speak brokenly of lost counsellor, friend, brother, and parent? — Hush, let us pass on! There is a grief too deep for inspection, and this unveiling of the sorrowing human heart may not be done even in a memorial sketch.

The wide variety of his public service is indicated by the positions of honor and influence held by Doctor McIver in the course of his busy life. In addition to the fourteen years of his college Presidency and

* University Magazine for October, 1906, page 4.

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the work already referred to as Conductor of State and County Institutes, Superintendent of Summer Normal Schools, and Chairman of the Committee that secured the establishment of the Normal and Industrial College, he was a participant in all the important work of the North Carolina Teachers' Assembly and its President in 1892; a worker in the Southern Educational Association and its President in 1905, and an active member of the National Educational Association, serving at various times as Chairman of its Committee on Resolutions, member of its Committee on Education and Taxation, President of its Normal School Department, and member of its National Council. During the administration of Governor Elias Carr he served as proxy to represent the State stock in the North Carolina Railroad Company. He was one of the organizers of the Southern Education Board, the efficient Chairman of its Campaign Committee, and a leader in the movement for local taxation for public schools throughout North Carolina. To him is owing the organization of the Woman's Association for the Betterment of Public Schools. He was a member of the State Literary and Historical Association and Vice-President of the State Library Association. A loyal son of his Alma Mater, the University of North Carolina, he served it officially as trustee and member of its Executive Committee, and liberally and heartily supported every movement for the promotion of its welfare. In recognition of his public service the University conferred on him the honorary degrees of Doctor of Letters and Doctor of Laws. In present-

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ing him for the latter degree, Doctor Charles Alphonso Smith, Dean of the graduate department, said :

“I have the honor to present * * for the degree of Doctor of Laws * * Charles Duncan McIver, President of the North Carolina State Normal and Industrial College for Women. As State Institute Conductor from 1889 to 1892, he first showed himself peculiarly fitted to be a moulder of educational thought. A firm believer in the education of all the people, he has devoted his rare powers of organization and appeal more especially to the education of women. ‘No State,’ he declares, ‘which will educate its mothers need have any fear about future illiteracy.’ That this sentiment has at last found recognition not only in the educational creed, but also in the educational policy of North Carolina, is due more to Doctor McIver than to any other one man.” *

To add to this already long list the various local organizations, city and county, to which he belonged, such, for example, as the Young Men’s Business Association, the Industrial and Immigration Association, the Chamber of Commerce, the Guilford County Board of School Improvement, and the North Carolina Reunion Association—to mention all such organizations and to specify the committees on which he served would be to convert the latter part of this sketch largely into a catalogue of society and committee names. Interpreted aright there is a profound significance in this long array of social, industrial, educational, business, literary and historical associations, since it indicates not only a healthful interest in national, state and local affairs, but a wide and

* University Record, June, 1904, No. 30, page 20.

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intimate familiarity with the agencies of progress and a whole-souled enlistment of his energies in all movements that promised to promote the public good.

It was as a public speaker and orator, perhaps, that Doctor McIver was most widely known to the general public both in his own State and beyond its borders. The demands thus made upon him were frequent and at times almost continuous. It was his custom to carry with him a pocket calendar on which were noted the dates of promised addresses. When a new appointment was sought, he consulted his calendar, named the nearest unfilled date, and thus, by an unending process, added to what he called his "incidental and vacation work." Appointments were often made several months in advance and it was not unusual for him to have every available date filled for six weeks in succession. The acceptance of these invitations was determined by the opportunity for service afforded by the particular town, city or community from which came the call. If any doubt arose, the chances were nearly always in favor of the smaller and weaker community, and the message was carried to the few hundreds that gathered at the cross-roads store or country church rather than to the larger number who assembled in opera house or city hall. The message, too, had reference to the needs and special conditions of time and place, and thus constituted a sowing of good seed in suitable soil, for it is safe to say that Charles D. McIver never addressed an audience without having a distinct end in view and that end the provoking to good works. There are few places

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in North Carolina where his voice has not been raised in behalf of some public measure. Large audiences, too, in great cities far removed from his native State, greeted this educational leader, and from his lips heard the inspiring story of our educational progress. Thus he bore our message of hopefulness and good will to more than one-half the States in the Union.

His favorite topics were, of course, those that related to education, but as this is among the most comprehensive of subjects, his addresses may be said to have included a wide range of themes. He was not a man to deal in generalities, but with a particular purpose in view, selected a timely theme, appropriate to a given audience, and sought by a clear and forceful presentation of facts to accomplish a definite result. He would, for example, address a body of lawmakers on the duty of the State to make liberal provision for the education of its citizens—the citizens themselves on the advantages of local taxation for public schools. Or, the “Teacher as a Citizen” might perhaps be the subject of a talk to teachers, and when urged to repeat it before a general audience, he would respond with an address on “The Citizen as a Teacher.” Although an interested student of our past history, he seldom drew upon its storehouse for the material of his public discourses, but preferred to live in the present and in it find the chief objects of public concern. With him the past was our heritage, the present our opportunity, and the future, a result of the labors of today. To the work at hand he therefore addressed himself, and though he some-

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times saw visions, he never dreamed dreams. All his speeches, whether intended primarily for men or women, and whether addressed to students, teachers, civic organizations or to the general public, had this one thing in common—they all, without exception, emphasized the duty of public and community service.

While relying chiefly upon the power of the spoken word as an agency in conveying his message to mankind, he was not unmindful of the influence of the pen. Amid the duties of official life and the numerous outside calls made upon him, he found time to write much that is of more than passing value. His newspaper and magazine articles, his educational campaign documents and official reports, and his speeches, revised and prepared for publication, these, if gathered together, would doubtless comprise several goodly volumes, and would constitute a valuable addition to the literature relating to educational and civic ideals. His writings, like his speeches, are clear and forceful discussions of topics pertaining to education and public service.

The life here sketched would seem to leave little opportunity for the enjoyment of the quieter pleasures of home, and the leisure and happiness which home suggests. But the life here sketched is but the outer and visible workings of an inner life which found its center in the home and family. In Miss Lula V. Martin, of Winston, North Carolina, Charles D. McIver found a life companion whose Christian graces of character and powers of intellectual sympathy rendered her the truest encourager of his efforts and the wisest judge and rewarder of his success.

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She it was who first directed his attention to the inadequate facilities for woman's education in North Carolina and to the total neglect on the part of the State to provide for its daughters what it had long since wisely provided for its sons. Under her influence, at a teachers' institute held in Winston, in the summer of 1885, he made his first public speech in behalf of the higher education of women. Together they formulated the plan which was to right the wrong so long existing; together—for she, too, was engaged with him in institute work—they presented that plan to the people of North Carolina; and together they labored for the accomplishment of their ideal now so happily embodied in the State Normal and Industrial College.

The marriage of these educational co-workers took place in 1885. Four children, a son and three daughters, added happiness to their union. A simple home was his, blessed by generous affection and pervaded by an atmosphere of hospitality and genial courtesy—a home where culture and quiet refinement were justly esteemed and where trust in God and faith in humanity remained unquestioned and sincere. His religious faith was that of the Scotch Covenanters, adhered to in its simplicity, but lived in the spirit of Christian rather than of sect. He amassed no wealth, yet none could call him poor, for love and confidence were his in fullest measure and he left to his family and to the people whom he loved and served a priceless legacy of good works, a heritage to all that survive him and to thousands yet unborn.

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Twenty-five years have elapsed since, diploma in hand, Charles D. McIver passed from college halls into the larger school of life. And life itself grew richer with his coming, and so remains and will remain though he that led us has entered into rest. He accomplished much and in the doing of it taught us to demand of him and of ourselves and of all men—more. This, we suspect, is as he would have it, for his message to his fellow man rings clear and true: *Live more abundantly through more abundant service, striving hopefully for the larger things of life.*

CHARLES. DUNCAN McIVER

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Rest, son of Carolina, sweetly rest,
The boon long self-denied now meetly thine;
Obedience yield we to the call Divine,
Our comfort this:—The Master knoweth best.
He knoweth best, yet sore we feel our need:
So great the void, we may not smile nor sing,
But, bowed in grief, our altar-gift we bring
And mid our tears look mutely up and plead.

Grant us with him to see where honor lies,
To build for God and man, and not for self,
To face the future with untroubled eyes
Intent on lasting service, not on pelf.
Thus life lives on its purpose to fulfil
When weary eyelids close and tired hands grow still.

